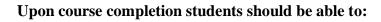
## **Kentucky Department of Education - Course Standards Course Standards**

Course Code: 500920

**Course Name: Music- Contemporary Band/Jazz Instrumental Ensemble** 

**Grade Level: 6-8** 





6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
MU:Cr1.1.6	MU:Cr1.1.7	MU:Cr1.1.8
Generate simple rhythmic,	Generate rhythmic, melodic,	Generate rhythmic, melodic
melodic, and harmonic	and harmonic phrases and	and harmonic phrases and
phrases within AB and ABA	variations over harmonic	harmonic accompaniments
forms that convey expressive	accompaniments within AB,	within expanded forms
intent.	ABA, or theme and variation	(including introductions,
	forms that convey expressive	transitions, and codas) that
	intent.	convey expressive intent.
MU:Cr2.1.6	MU:Cr2.1.7	MU:Cr2.1.8
a. Select, organize, construct,	a. Select, organize, develop	a. Select, organize, and
and document personal	and document personal	document personal musical
musical ideas for	musical ideas for	ideas for arrangements,
arrangements and	arrangements, songs, and	songs, and compositions
compositions within AB or	compositions within AB,	within expanded forms that
ABA form that demonstrate	ABA, or theme and variation	demonstrate tension and
an effective beginning,	forms that demonstrate unity	release, unity and variety,
middle, and ending, and	and variety and convey	balance, and convey
convey expressive intent.	expressive intent.	expressive intent.
b. Use standard and/or iconic	b. Use standard and/or iconic	b. Use standard and/or iconic
notation and/or audio/ video	notation and/or audio/ video	notation and/or audio/ video
recording to document	recording to document	recording to document
personal simple rhythmic	personal simple rhythmic	personal rhythmic phrases,
phrases, melodic phrases, and	phrases, melodic phrases, and	melodic phrases, and
two-chord harmonic musical	harmonic sequences.	harmonic sequences.
ideas.		
MU:Cr3.1.6	MU:Cr3.1.7	MU:Cr3.1.8
a. Evaluate their own work,	a. Evaluate their own work,	a. Evaluate their own work by
applying teacher-provided	applying selected criteria	selecting and applying criteria
criteria such as application of	such as appropriate	including appropriate
selected elements of music,	application of elements of	application of compositional
and use of sound sources.	music including style, form,	techniques, style, form, and
	and use of sound sources.	use of sound sources.
b. Describe the rationale for		
making revisions to the music	b. Describe the rationale for	b. Describe the rationale for
based on evaluation criteria	making revisions to the music	refining works by explaining
and feedback from their	based on evaluation criteria	the choices, based on
teacher.	and feedback from others	evaluation criteria.
	(teacher and peers).	

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MU:Cr3.2.6	MU:Cr3.2.7	MU:Cr3.2.8
Present the final version of their documented personal composition or arrangement, using craftsmanship and originality to demonstrate an effective beginning, middle, and ending, and convey expressive intent.	Present the final version of their documented personal composition, song, or arrangement, using craftsmanship and originality to demonstrate unity and variety, and convey expressive intent.	Present the final version of their documented personal composition, song, or arrangement, using craftsmanship and originality to demonstrate the application of compositional techniques for creating unity and variety, tension and release, and balance to convey expressive
MU:Pr4.1.6	MU:Pr4.1.7	intent. MU:Pr4.1.8
Apply teacher-provided criteria for selecting music to perform for a specific purpose and/or context, and explain why each was chosen.	Apply collaboratively developed criteria for selecting music of contrasting styles for a program with a specific purpose and/or context and, after discussion, identify expressive qualities, technical challenges, and reasons for choices.	Apply personally-developed criteria for selecting music of contrasting styles for a program with a specific purpose and/or context, and explain expressive qualities, technical challenges, and reasons for choices.
MU:Pr4.2.6	MU:Pr4.2.7	MU:Pr4.2.8
a. Explain how understanding the structure and the elements of music are used in selected for performance.  b. When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch, articulation, and dynamics.  c. Identify how cultural and historical context inform performances.	a. Explain and demonstrate the structure of contrasting pieces of music selected for performance and how elements of music are used.  b. When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch articulation, dynamics, tempo, and form.  c. Identify how cultural and historical context inform performances and result in different music interpretations.	<ul> <li>a. Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.</li> <li>b. When analyzing selected music, sight-read in treble or bass clef simple rhythmic, melodic, and/or harmonic notation.</li> <li>c. Identity how cultural and historical context inform performances and result in different musical effects.</li> </ul>

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MU:PR4.3.6	MU:PR4.3.7	MU:PR4.3.8
Perform a selected piece of	Perform contrasting pieces of	Perform contrasting pieces of
music demonstrating how	music demonstrating their	music, demonstrating as well
their interpretations of the	interpretations of the	as explaining how the
elements of music and the	elements of music and	music's intent is conveyed by
expressive qualities (such as	expressive qualities (such as	their interpretations of the
dynamics, tempo, timbre,	dynamics, tempo, timbre,	elements of music and
articulation/style, and	articulation/style, and	expressive qualities (such as
phrasing) convey intent.	phrasing) convey intent.	dynamics, tempo, timbre,
		articulation/style, and
		phrasing).
MU:Pr5.1.6	MU:Pr5.1.7	MU:Pr5.1.8
Identify and apply teacher	Identify and apply	Identify and apply personally
provided criteria (such as	collaboratively developed	developed criteria (such as
correct interpretation of	criteria (such as	demonstrating correct
notation, technical accuracy,	demonstrating correct	interpretation of notation,
originality, and interest) to	interpretation of notation,	technical skill of performer,
rehearse, refine, and	technical skill of performer,	originality, emotional impact,
determine when a piece is	originality, emotional impact,	variety, and interest) to
ready to perform.	and interest) to rehearse,	rehearse, refine, and
	refine, and determine when	determine when the music is
	the music is ready to perform.	ready to perform.
MU:Pr6.1.6	MU:Pr6.1.7	MU:Pr6.1.8
Lo Dortorm the music with	la Dantianna tha marraia resitha	
a. Perform the music with	a. Perform the music with	a. Perform the music with
technical accuracy to convey	technical accuracy and	technical accuracy, stylistic
	technical accuracy and stylistic expression to convey	technical accuracy, stylistic expression, and culturally
technical accuracy to convey the creator's intent.	technical accuracy and	technical accuracy, stylistic expression, and culturally authentic practices in music
technical accuracy to convey the creator's intent.  b. Demonstrate performance	technical accuracy and stylistic expression to convey the creator's intent.	technical accuracy, stylistic expression, and culturally
technical accuracy to convey the creator's intent.  b. Demonstrate performance decorum (such as stage	technical accuracy and stylistic expression to convey the creator's intent.  b. Demonstrate performance	technical accuracy, stylistic expression, and culturally authentic practices in music to convey the creator's intent.
technical accuracy to convey the creator's intent.  b. Demonstrate performance decorum (such as stage presence, attire, and behavior)	technical accuracy and stylistic expression to convey the creator's intent.  b. Demonstrate performance decorum (such as stage	technical accuracy, stylistic expression, and culturally authentic practices in music to convey the creator's intent.  b. Demonstrate performance
technical accuracy to convey the creator's intent.  b. Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette	technical accuracy and stylistic expression to convey the creator's intent.  b. Demonstrate performance decorum (such as stage presence, attire, and behavior)	technical accuracy, stylistic expression, and culturally authentic practices in music to convey the creator's intent.  b. Demonstrate performance decorum (such as stage
technical accuracy to convey the creator's intent.  b. Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue and	technical accuracy and stylistic expression to convey the creator's intent.  b. Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette	technical accuracy, stylistic expression, and culturally authentic practices in music to convey the creator's intent.  b. Demonstrate performance decorum (such as stage presence, attire, and behavior)
technical accuracy to convey the creator's intent.  b. Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette	technical accuracy and stylistic expression to convey the creator's intent.  b. Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue,	technical accuracy, stylistic expression, and culturally authentic practices in music to convey the creator's intent.  b. Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette
technical accuracy to convey the creator's intent.  b. Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue and	technical accuracy and stylistic expression to convey the creator's intent.  b. Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette	technical accuracy, stylistic expression, and culturally authentic practices in music to convey the creator's intent.  b. Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue,
technical accuracy to convey the creator's intent.  b. Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue and purpose.	technical accuracy and stylistic expression to convey the creator's intent.  b. Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, and context.	technical accuracy, stylistic expression, and culturally authentic practices in music to convey the creator's intent.  b. Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, context, and style.
technical accuracy to convey the creator's intent.  b. Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue and purpose.  MU:Re7.1.6	technical accuracy and stylistic expression to convey the creator's intent.  b. Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, and context.  MU:Re7.1.7	technical accuracy, stylistic expression, and culturally authentic practices in music to convey the creator's intent.  b. Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, context, and style.  MU:Re7.1.8
technical accuracy to convey the creator's intent.  b. Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue and purpose.  MU:Re7.1.6  Select or choose music to	technical accuracy and stylistic expression to convey the creator's intent.  b. Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, and context.  MU:Re7.1.7  Select or choose contrasting	technical accuracy, stylistic expression, and culturally authentic practices in music to convey the creator's intent.  b. Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, context, and style.  MU:Re7.1.8  Select programs of music
technical accuracy to convey the creator's intent.  b. Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue and purpose.  MU:Re7.1.6  Select or choose music to listen to and explain the	technical accuracy and stylistic expression to convey the creator's intent.  b. Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, and context.  MU:Re7.1.7  Select or choose contrasting music to listen to and	technical accuracy, stylistic expression, and culturally authentic practices in music to convey the creator's intent.  b. Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, context, and style.  MU:Re7.1.8  Select programs of music (such as a CD mix or live
technical accuracy to convey the creator's intent.  b. Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue and purpose.  MU:Re7.1.6  Select or choose music to listen to and explain the connections to specific	technical accuracy and stylistic expression to convey the creator's intent.  b. Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, and context.  MU:Re7.1.7  Select or choose contrasting music to listen to and compare the connections to	technical accuracy, stylistic expression, and culturally authentic practices in music to convey the creator's intent.  b. Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, context, and style.  MU:Re7.1.8  Select programs of music (such as a CD mix or live performances) and
technical accuracy to convey the creator's intent.  b. Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue and purpose.  MU:Re7.1.6  Select or choose music to listen to and explain the connections to specific interests or experiences for a	technical accuracy and stylistic expression to convey the creator's intent.  b. Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, and context.  MU:Re7.1.7  Select or choose contrasting music to listen to and compare the connections to specific interests or	technical accuracy, stylistic expression, and culturally authentic practices in music to convey the creator's intent.  b. Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, context, and style.  MU:Re7.1.8  Select programs of music (such as a CD mix or live performances) and demonstrate the connections
technical accuracy to convey the creator's intent.  b. Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue and purpose.  MU:Re7.1.6  Select or choose music to listen to and explain the connections to specific	technical accuracy and stylistic expression to convey the creator's intent.  b. Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, and context.  MU:Re7.1.7  Select or choose contrasting music to listen to and compare the connections to specific interests or experiences for a specific	technical accuracy, stylistic expression, and culturally authentic practices in music to convey the creator's intent.  b. Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, context, and style.  MU:Re7.1.8  Select programs of music (such as a CD mix or live performances) and demonstrate the connections to an interest or experience
technical accuracy to convey the creator's intent.  b. Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue and purpose.  MU:Re7.1.6  Select or choose music to listen to and explain the connections to specific interests or experiences for a	technical accuracy and stylistic expression to convey the creator's intent.  b. Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, and context.  MU:Re7.1.7  Select or choose contrasting music to listen to and compare the connections to specific interests or	technical accuracy, stylistic expression, and culturally authentic practices in music to convey the creator's intent.  b. Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, context, and style.  MU:Re7.1.8  Select programs of music (such as a CD mix or live performances) and demonstrate the connections
technical accuracy to convey the creator's intent.  b. Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue and purpose.  MU:Re7.1.6  Select or choose music to listen to and explain the connections to specific interests or experiences for a	technical accuracy and stylistic expression to convey the creator's intent.  b. Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, and context.  MU:Re7.1.7  Select or choose contrasting music to listen to and compare the connections to specific interests or experiences for a specific	technical accuracy, stylistic expression, and culturally authentic practices in music to convey the creator's intent.  b. Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, context, and style.  MU:Re7.1.8  Select programs of music (such as a CD mix or live performances) and demonstrate the connections to an interest or experience
technical accuracy to convey the creator's intent.  b. Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue and purpose.  MU:Re7.1.6  Select or choose music to listen to and explain the connections to specific interests or experiences for a	technical accuracy and stylistic expression to convey the creator's intent.  b. Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, and context.  MU:Re7.1.7  Select or choose contrasting music to listen to and compare the connections to specific interests or experiences for a specific	technical accuracy, stylistic expression, and culturally authentic practices in music to convey the creator's intent.  b. Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, context, and style.  MU:Re7.1.8  Select programs of music (such as a CD mix or live performances) and demonstrate the connections to an interest or experience

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6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
MU:Re7.2.6	MU:Re7.2.7	MU:Re7.2.8
a. Describe how the elements	a. Classify and explain how	a. Compare how the elements
of music and expressive	the elements of music and	of music and expressive
qualities relate to the	expressive qualities relate to	qualities relate to the
structure of the pieces.	the structure of contrasting	structure within programs of
_	pieces.	music.
b. Identify the context of		
music from a variety of	b. Identify and compare the	b. Identify and compare the
genres, cultures, and	context of music from a	context of programs of music
historical periods.	variety of genres, cultures,	from a variety of genres,
	and historical periods.	cultures, and historical
		periods.
MU:Re8.1.6	MU:Re8.1.7	MU:Re8.1.8
Describe a personal	Describe a personal	Support personal
interpretation of how	interpretation of contrasting	interpretation of contrasting
creators' and performers'	works and explain how	programs of music and
application of the elements of	creators' and performers'	explain how creators' or
music and expressive	application of the elements of	performers' apply the
qualities, within genres and	music and expressive	elements of music and
cultural and historical	qualities, within genres,	expressive qualities, within
context, convey expressive	cultures, and historical	genres, cultures, and
intent.	periods, convey expressive	historical periods to convey
	intent.	expressive intent.
MU:Re9.1.6	MU:Re9.1.7	MU:Re9.1.8
Apply teacher-provided	Select from teacher-provided	Apply appropriate personally
criteria to evaluate musical	criteria to evaluate musical	developed criteria to evaluate
works or performances.	works or performances.	musical works or
		performances.
MU:Cn10.1.6	MU:Cn10.1.7	MU:Cn10.1.8
Demonstrate how interests,	Demonstrate how interests,	Demonstrate how interests,
knowledge, and skills relate	knowledge, and skills relate	knowledge, and skills relate
to personal choices and intent	to personal choices and intent	to personal choices and intent
when creating, performing,	when creating, performing,	when creating, performing,
and responding to music.	and responding to music.	and responding to music.
MU:Cn11.1.6	MU:Cn11.1.7	MU:Cn11.1.8
Demonstrate understanding	Demonstrate understanding	Demonstrate understanding
of relationships between	of relationships between	of relationships between
music and the other arts,	music and the other arts,	music and the other arts,
other disciplines, varied	other disciplines, varied	other disciplines, varied
contexts, and daily life.	contexts, and daily life.	contexts, and daily life.